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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1**  **Ceramic tiles based on the work of Kimmy Cantrel and Rosti.** | **Term 2**  **Recycling**  **Human figures** | | | **Term 3**  **Graphic Products**  **Graffiti and street art Lightboxes** |
| **Bridge/ Foundation knowledge required** | Knowledge will be built through a process of research and analysis. | Building on knowledge and understanding from term 1 in the use of 2D media to present 3D ideas. | | | Building on the knowledge gained from term 1 and 2 on processes of design. |
| **Key Learning Experience / Skills** | * How to research visual material to inform ideas appropriate to a given brief. * Written analysis of the work of existing designers and in particular Kimmy Cantrel and Rosti. * Visual analysis of the work of existing designers and in particular Kimmy Cantrel and Rosti. * Developing drawing skills in visual studies of artists’/designers’ work. * How to use a design process to support their own imagination and skills in producing creative outcomes. * Using drawing as a thought process, creating imaginative responses in producing Ideas Sketches of their own tiles based on the provided research. * How to make 2D images appear to be 3D. * How to use colour and present a sense of texture in 2D work. * Analysis of own ideas. * Understand Health and Safety: Understand the safe use of clay and preventing potential hazards from silicosis * How to explore and experiment with 3D media. * How to create final 3D mounted tiles based on the work of Cantrel. * How to evaluate own work as a log of critical understanding and as self-assessment. | * Analysing the work of existing designers (Michelle Reader, Chris Jenkins) Building on knowledge of research and analysis of visual material to inform ideas appropriate to a given brief. * Visual studies of the work of existing designers * Drawing basic forms to look 3D (cuboids, cylinders) * How these shapes can be combined to create 3D basic volumetric figure. * Health and Safety: Understand the safe use of a variety of materials and equipment that may have potential hazards (liquid glue/papier mâché) * Learning the importance of recycling resources and how to respond creatively to given materials. * Building on knowledge and understanding the use of 2D media to present 3D ideas. * Creating 3D ideas in the form of foil and papier mâché figures/maquettes. * How to create an armature from adding bamboo ‘limbs’ and/or other skeletal features to a water bottle. * Using papier mâché to model and to consolidate their design. Modelling skills. * Adding colour and adding tone to enhance the 3D and textural qualities of their figure. * Writing an evaluation. An evaluation of own work as a log of critical understanding and as self-assessment | | | * Making visual studies of the work of graffiti/street artists. Looking at the street art in Hull and street art created by national/international artists such as Blek Le Rat etc * Written analyses of this work. Building on knowledge and understanding of analysis and its use to inform own designs. * Development of own ideas for appropriate street art designs. Use of creativity to produce a saleable product. * Analysis of own ideas and how they could be used in various products. * Experiments and explorations of various surface techniques e.g. printing, stencilling, relief paperwork etc. * Using Software to create designs on the laser-cutter. * Assimilating previous designs to utilise them in a practical setting. Producing ideas of various products that contain their street art designs. * Analysing in notation form the ideas they have created. * Developing their idea in making (a lighting feature) (various products that utilise their idea. (e.g. T-shirt design, USB design, Key fob design etc.) * Building on previous experiences in evaluating their own work. |
| **Assessment**  How will you assess the impact of teaching? | * Use of starter activity- chatter box for questions about previous learning and previous lessons. * Constant feedback through verbal interaction. * Mid -term assessment criteria * NOW NEXT THEN tasks on the board. * Use of visual language in questioning and analysis of designers’ work * Own work created in response to the artist’s work | * Use of chatter box for recall * Mid-term assessment criteria * Volumetric figure drawings. * 2D ideas. * Consolidation of process, creativity & skill in final piece. * Use of visual language in questioning and written feedback/evaluation * Constant feedback through verbal interaction. * NOW NEXT THEN tasks on the screen. | | | * Use of chatter box for recall * Mid-term assessment criteria * Graffiti designers and street artist drawing * Own Graffiti ideas. * Consolidation of process, creativity and skill in final piece. * Use of visual language in questioning and written feedback/evaluation * Constant feedback through verbal interaction. * NOW NEXT THEN tasks on the screen. |
| **CIAG Links** | Employability skills: Communicating with others  Listening.  Developing creativity.  Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.  Following Health and Safety rules | Employability skills: Communicating with others  Developing creativity.  Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.  Following Health and Safety rules | | | Employability skills: Communicating with others  Developing creativity.  Developing psychomotor skills.  Working independently, Self- efficacy  Appropriate responses to instructions.  Following Health and Safety rules |
| **British Values** | Respect the opinion of others  Collaboration.  Support each other with constructive feedback | Respect the opinion of others  Collaboration.  Support each other with constructive feedback | | | Respect the opinion of others  Collaboration.  Support each other with constructive feedback |
| **Cross Curricular Link Numeracy** | Proportion. Shape, space and form. Basic 3D forms. | | **Cross Curricular Link- Literacy** | Key vocabulary and sentence structure in research and analysis. | |
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